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ABSTRACT

Since teachers are the most familiar with the students they meet and with their own classroom opportunities, they are in the best position to design instruction for specific groups. This manual is a guide for creating activities for gifted and other students to do independently, without prior large group instruction. The activities enable teachers to respond to students beyond the capacity of textbooks and to encourage students to test their true abilities. The activities emphasize concept development in small steps through a variety of mental activities. Suggesting how and why a process works, the activities prepare highly capable learners to transfer concepts to new situations. Occasional brief questionnaires may make students conscious of the self-direction that they should be developing as well as alert teachers to their affective needs. The chapters discuss: characteristics of learning activities, tricks of the trade, writing activities through creative problem solving, strategies for developing concepts, learning through brainstorming, guided discovery of a concept, thinking in larger wholes, problem solving, and developing mathematical topics through activities. An Appendix contains sample activities on: estimating, factoring, fractions, graphing, geometry and spatial relations, metric system and decimals, problem solving, thinking abilities, and special topics. Contains 56 references. (MKR)

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